



SPEECH ANXIETY OF MUSIC AND TURKISH LANGUAGE TEACHER CANDIDATES

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Abstract

Speech, the primary element for humans in becoming social beings, is accepted as the prerequisite foundation for all types of communication. While the speech ability is a natural characteristic preordained, proper and effective use of correct speech is dependent on person's education and training. Individualized vocal training, voice and tonality, conversing and verbal explanation techniques courses present in Music as well as Turkish bachelor degree programs contain fundamental information oriented to speech education. Especially in training programs where courses concerning voice are present, individuals are expected to be free of anxiety in self-expression in addition to being correct, pleasant and effective in their speech. In this study, Music and Turkish Language teacher candidates' speech anxieties, and whether these anxieties exhibited any differences according to the field variable have been investigated. The research subject workgroup consists of 178 teacher candidates currently studying at the Music and Turkish Language Education Departments in Faculty of Education, Nigde University, Turkey. As data collection tool, Speech Anxiety Scale For Teacher Candidates developed by Sevim (2012:927) has been used. On the basis of research findings, it has been observed that speech anxieties of teacher candidates exhibit differences according to the field variable and that Turkish Language teacher candidates are more prone to speech anxiety as compared to Music teacher candidates.

Keywords: Turkish language, speech anxiety, music, teacher candidate